

DEPARTMENT OF TRANSPORTATION U.S. COAST GUARD CG-5311 (Rev. 5-92) (Page 1)		<h2 style="text-align: center;">OFFICER EVALUATION REPORT (OER)</h2> <h3 style="text-align: center;">LEVEL I</h3>							
1. ADMINISTRATIVE DATA							YY MM DD		
a. NAME (Last, First, Middle Initial)			b. SSN		c. STATUS INDICATOR/SPECIALTY		d. GRADE	e. DATE OF RANK	
f. UNIT					g. DIST - OPFAC		h. OBC	i. DATE REPORTED	
j. OCCASION FOR REGULAR REPORT <input type="radio"/> Annual/ Semiannual <input type="radio"/> Detachment/Change of Reporting Officer <input type="radio"/> Detachment of Officer <input type="radio"/> Promotion of Officer					k. EXCEPTION REPORT <input type="radio"/> Special <input type="radio"/> Concurrent		l. PERIOD OF REPORT TO		
m. REPORTED-ON OFFICER SIGNATURE					n. DAYS NOT OBSERVED TAD LV OTHER			o. DATE SUBMITTED	
2. DESCRIPTION OF DUTIES:									
DOCUMENTS ATTACHED:									
3. PERFORMANCE OF DUTIES: Measures an officer's ability to get things done.									
a. <u>BEING PREPARED:</u> Demonstrated ability to anticipate, to identify what must be done, to set priorities, and to prepare for accomplishing unit and organizational missions under both predictable and uncertain conditions.		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	N/O <input type="radio"/>
b. <u>USING RESOURCES:</u> Demonstrated ability to delegate, to provide follow-up control, and to utilize people, money, material, and time effectively.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <u>GETTING RESULTS:</u> The quality/quantity of the officer's work accomplishments. The effectiveness or impact the results had on the officer's unit and/or the Coast Guard.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <u>RESPONSIVENESS:</u> The degree to which the officer responded, replied, or met deadlines in a timely manner.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. <u>WORK-LIFE SENSITIVITY/ EXPERTISE:</u> The acquisition and use of both knowledge and skills to enhance the overall quality of life and general welfare of CG members and their families. The officer's interest in and level of support for CG Work-Life and related programs regardless of billet.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <u>OPERATIONAL/SPECIALTY EXPERTISE:</u> The acquisition of both knowledge and skills and the demonstration of both technical competency and proficiency in an operational/specialty billet. (Includes seamanship, airmanship, engineering, commercial vessel safety, SAR, law, etc., as appropriate.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <u>COLLATERAL DUTY/ ADMINISTRATIVE EXPERTISE:</u> The level of service knowledge, technical and managerial skills the officer demonstrated in collateral duties or in administrative responsibilities. (Includes CMCO, morals, civil rights, committees, etc., as appropriate.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. INTERPERSONAL RELATIONS: Measures how an officer affects or is affected by others.

<p>a. <u>WORKING WITH OTHERS:</u></p> <p>Demonstrated ability to promote a team effort, to cooperate, and to work with other people or units to achieve common goals.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Sometimes disregarded the ideas and feelings of others, or caused hostility because of failure to inform or consult. Impatient or impolite; talked too much or listened too little. Was inflexible, lost temper or control. Was slow to resolve conflicts. Not a team player.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Encouraged open expression of ideas and respected the views/ideas of others. Worked comfortably with others of all ranks/positions. Kept others informed; consulted others. Got different people and organizations to work toward mandates. Earned share of load. Helped others resolve conflicts and stay focused on team goals.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Excelled at getting all ranks/positions to work together. Skillfully used knowledge of group dynamics. Inspired cooperation among diverse individuals or groups. Stimulated open expression of ideas. Channeled group conflict into creative energy; achieved goals not otherwise obtainable.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>N/O</p> <p><input type="radio"/></p>
<p>b. <u>HUMAN RELATIONS:</u></p> <p>The degree to which this officer fulfilled the letter and spirit of the Commandant's Human Relations Policy in personal relationships and official actions.</p>	<p><input type="radio"/></p>	<p>Exhibited discriminatory tendencies toward others due to their religion, age, sex, race, or ethnic background. Allowed bias to influence appraisals or the treatment of others. Used position to harass others; was disrespectful; made slurring remarks. Did not hold subordinates accountable for their human relations responsibilities.</p> <p><input type="radio"/></p>	<p><input type="radio"/></p>	<p>Treated others fairly and with dignity regardless of religion, age, sex, race, or ethnic background. Carried out work, training, and appraisal responsibilities without bias. Held subordinates accountable for living up to the spirit of the Commandant's Human Relations Policy.</p> <p><input type="radio"/></p>	<p><input type="radio"/></p>	<p>Through leadership and demonstrated strong personal commitment, promoted fair and equal treatment of others in all situations, regardless of religion, age, sex, race, or ethnic background. Actively campaigned against prejudicial actions or behavior by others. Made clearly noteworthy contributions to this end.</p> <p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>

5. LEADERSHIP SKILLS: Measures an officer's ability to guide, direct, develop, influence, and support others in their performance of work.

a. <u>LOOKING OUT FOR OTHERS:</u>	1	2	3	4	5	6	7	N/O
<p>The officer's sensitivity and responsiveness to the needs, problems, goals, and achievements of others.</p>	<input type="radio"/>	<p>Showed little concern for the safety, problems, needs, or goals of others. Overlooked or tolerated unfair, insensitive, or abusive treatment of others. May have been accessible to others, but unresponsive to their personal needs. Seldom acknowledged or recognized subordinates' achievements.</p>	<input type="radio"/>	<p>Cared about people. Recognized and responded to their needs. Concerned for their safety/well-being. Was accessible. Listened and helped with personal or job-related problems, needs, and goals. When unable to assist, suggested or provided other resources. "Went to bat" for people. Rewarded deserving subordinates in a timely fashion.</p>	<input type="radio"/>	<p>Demonstrated a commitment to develop and nurture a caring community in others. Personally ensured resources were available to meet people's needs and that limits of endurance were not exceeded. Was always accessible to others and their problems. Extremely conscientious in ensuring subordinates received appropriate and timely recognition.</p>	<input type="radio"/>	<input type="radio"/>
<p>b. <u>DEVELOPING SUBORDINATES:</u></p> <p>The extent to which an officer used coaching, counselling, and training and provided opportunities for growth to increase the skills, knowledge, and proficiency of subordinates.</p>	<input type="radio"/>	<p>Showed little interest in training or development of subordinates. May have unnecessarily withheld authority or over supervised. Did not challenge subordinates' abilities. Tolerated marginal performance, or criticized excessively. Did not keep subordinates informed; provided little constructive feedback.</p>	<input type="radio"/>	<p>Provided opportunities and encouraged subordinates to expand their roles, handle important tasks, and learn by doing. Held subordinates accountable; provided timely praise and constructive criticism. Provided opportunities for training which supported professional growth.</p>	<input type="radio"/>	<p>Created challenging situations which prompted an unusually high level development of people. Unit or work group ran like "clockwork." People always knew what was going on and routinely handled the unexpected. Developed comprehensive and creative training programs; promoted a commitment to learning and personal development.</p>	<input type="radio"/>	<input type="radio"/>
<p>c. <u>DIRECTING OTHERS:</u></p> <p>The officer's effectiveness in influencing or directing others in the accomplishment of tasks or missions.</p>	<input type="radio"/>	<p>An officer who had difficulty controlling and influencing others effectively. Did not instill confidence or enhance cooperation among subordinates and others. Set work standards which were vague or misunderstood. Tolerated late or marginal performance. Flattered in difficult situations.</p>	<input type="radio"/>	<p>A leader who earned the support and commitment of others. Set high work standards and expectations which were clearly understood and required subordinates to meet them. Evenhanded. Kept others motivated and on track even when "the going got tough."</p>	<input type="radio"/>	<p>A strong leader who commanded respect and inspired others to achieve results not normally attainable. People wanted to serve under his/her leadership. Communicated high work standards and expectations which were clearly understood. Got superior results even in time-critical and difficult situations. Won people over rather than imposing will.</p>	<input type="radio"/>	<input type="radio"/>
<p>d. <u>EVALUATIONS:</u></p> <p>The extent to which an officer as Reported-on Officer, Supervisor, Reporting Officer, Reviewer, Administrative Reviewer, or Commanding Officer conducted, or required others to conduct, accurate, uninflated, and timely evaluations for enlisted, civilian, and officer personnel.</p>	<input type="radio"/>	<p>Failed to prepare and/or submit enlisted, civilian, or officer evaluations which were accurate or timely. Reports were often returned for improvement. Provided little or no counseling to subordinates. Subordinates failed to submit timely, administratively correct, or substantively supported evaluations. Failed to reject reports to subordinates that were unacceptable.</p>	<input type="radio"/>	<p>Prepared uninflated enlisted, civilian, and officer evaluations which were consistently submitted on time. Evaluations clearly measured performance and behavior against published standards. Narratives were fair, concise, descriptive, and contained specific observations. Few evaluations, if any, were returned by COMDT.</p>	<input type="radio"/>	<p>No reports submitted late or returned by COMDT for correction. No reports of subordinates submitted late or returned for correction. Rejected reports to subordinates for improvement to meet high standards. Comments were specific and always supported numerical evaluations. Set high standards for counseling subordinates.</p>	<input type="radio"/>	<input type="radio"/>

e. COMMENTS:						
6. COMMUNICATIONS SKILLS: Measures an officer's ability to communicate in a positive, clear, and convincing manner.						
a. <u>SPEAKING AND LISTENING:</u> How well an officer spoke and listened in individual exchanges, large or small groups, briefings or public situations; demonstrated ability to express verbal thoughts clearly, coherently, logically and extemporaneously.	1 <input type="radio"/>	Weak speaking or listening skills. Utilized inappropriate language or mannerisms. Expressed thoughts lacked preparation, confidence, common sense, or logic. Rambled or lost the audience. Failed to listen carefully. Argumentative. Identify specific situations that required better skills.	<input type="radio"/>	3 <input type="radio"/>	Accomplished speaker: comfortable in both public and private situations. Spoke in an articulate, confident, and credible manner with appropriate gestures and without distracting mannerisms. Not visibly uncomfortable in extemporaneous presentations. Listened attentively to others and the audience.	<input type="radio"/>
b. <u>WRITING:</u> How well an officer communicated through written material and proofread before submission; demonstrated ability to prepare or review communication for superiors, self or subordinates and to express written thoughts clearly, coherently, logically and persuasively.	<input type="radio"/>	Written material frequently required revision for clarity, lack of proofreading, or requirements of the Coast Guard Correspondence or Style Manuals.	<input type="radio"/>	Written material set example for brevity, clarity, logic, persuasion, and tact. Correspondence grammatically correct and appropriate for the audience. Conscientious proofreader. Material from subordinates reflected the same high standards.	<input type="radio"/>	5 <input type="radio"/>
					7 <input type="radio"/>	N/O <input type="radio"/>
c. COMMENTS:						
7. SUPERVISOR AUTHENTICATION						
a. NAME AND SIGNATURE	b. GRADE	c. SSN	d. TITLE OF POSITION	e. DATE		
8. REPORTING OFFICER COMMENTS:						
9. PERSONAL QUALITIES: Measures selected qualities which illustrate the character of the individual.						
a. <u>INITIATIVE:</u> Demonstrated ability to move forward, make changes, and seek responsibility without guidance and supervision.	1 <input type="radio"/>	Postponed needed action. Implemented change only when confronted by necessity or directed to do so. Often overtaken by events. May have suppressed initiative of subordinates. Was unsupportive of changes directed by higher authority.	<input type="radio"/>	3 <input type="radio"/>	Strove to do the job better. Developed new ideas, methods, and practices. Got things done. Made improvements: "worked smarter, not harder." Self-starter; not afraid of making mistakes. Supported new ideas/methods/practices and efforts of others to bring about constructive change. Anticipated problems and took timely action to avoid/resolve them.	<input type="radio"/>
b. <u>JUDGMENT:</u> Demonstrated ability to arrive at sound decisions and make sound recommendations by using experience, common sense, and analytical thought in the decision process.	<input type="radio"/>	Sometimes indecisive or showed uncertainty when making decisions. May have acted too quickly or too late. Did not take advantage of good sources of information. Did not keep superiors informed. Needed watching; repeated mistakes. Made too many wrong decisions/recommendations.	<input type="radio"/>	Demonstrated analytical thought and common sense in making proper decisions or recommendations. Recognized developing problems and considered facts and alternatives. Asked for help when needed. Results demonstrated sound judgment in most cases.	<input type="radio"/>	5 <input type="radio"/>
c. <u>RESPONSIBILITY:</u> Demonstrated commitment to getting the job done and to hold one's self accountable for own and subordinates actions; convictions; ability to accept decisions contrary to own views and make them work.	<input type="radio"/>	Usually could be depended upon to do the right thing. Normally accountable for own work. May have accepted less than satisfactory work or tolerated indifference. Tended not to get involved or speak up. Provided minimal support for decisions counter to own ideas.	<input type="radio"/>	Placed goals of Coast Guard above personal ambitions and gains. Possesses high standard of honor and integrity. Held self and subordinates accountable. Kept commitments even when uncomfortable or difficult to do so. Spoke up when necessary, even when position was unpopular. Supported organizational policies/decisions which may have been counter to own ideas.	<input type="radio"/>	7 <input type="radio"/>
d. <u>STAMINA:</u> The officer's ability to think and act effectively under conditions that were stressful and/or mentally or physically fatiguing.	<input type="radio"/>	Performance became marginal under stress or during periods of extended work. Made poor decisions, overlooked key factors, focused on wrong priorities, or lost sight of safety considerations. Balked at putting in necessary overtime. Became rattled in stressful situations.	<input type="radio"/>	Performance was sustained at a high level when under stress or during periods of extended work without loss of productivity or safety. Stayed cool when the pressure was on. Willingly worked extra hours when necessary to get the job done.	<input type="radio"/>	5 <input type="radio"/>
e. <u>HEALTH AND WELL-BEING:</u> The extent to which an officer exercised moderation in the use of alcohol. The degree to which an officer maintained weight standards. The measure of an officer's effort to invest in the Coast Guard's future by caring for his or her health.	<input type="radio"/>	Failed to meet minimum standards of weight control or sobriety.	<input type="radio"/>	Maintained weight standards. Used alcohol only discriminately or not at all; job performance and social behavior were never affected. Encouraged similar behavior in others and held subordinates accountable. Intemperate alcohol use by subordinates not tolerated.	<input type="radio"/>	7 <input type="radio"/>
						N/O <input type="radio"/>

f. COMMENTS:

10. REPRESENTING THE COAST GUARD: Measures an officer's ability to bring credit to the Coast Guard through looks and actions.

a. MILITARY BEARING: The extent to which an officer appeared neat, smart and well groomed in uniform or civilian attire; conformed to military traditions, customs, and courtesies; and set standards for subordinates' performances.	1 <input type="radio"/>	Occasionally failed to conform to military traditions, or customs and courtesies. Unable or unwilling to consistently appear neat, smart, and well-groomed in uniform and civilian attire. Standards set in Uniform Regulations not maintained. Performance of subordinates was marginal or unacceptable.	3 <input type="radio"/>	The typically excellent officer. Demonstrated great care in maintaining and wearing uniforms. Meticulous grooming. Immaculate civilian attire. Precise in rendering military courtesies. Maintained military formality, precedence, etiquette, and deference to both rank and privilege. Required same of subordinates.	5 <input type="radio"/>	The typically distinguished officer. Clearly set standards for CG uniform and grooming excellence. Set or inspired similar standards in others. Performance of subordinates was exceptional. Exemplified the finest traditions of military customs, etiquette and protocol in very visible situations. Significant contributions or public recognition. Noteworthy examples.	7 <input type="radio"/>	N/O <input type="radio"/>
b. PROFESSIONALISM: How an officer applied knowledge and skills in providing services to the public. The manner in which the officer represented the Coast Guard.	<input type="radio"/>	Misinformed/unaware of Coast Guard policies and objectives and how they relate to own areas of responsibility. Bluffed rather than admit ignorance. Did little to enhance self-image or image of Coast Guard. Was ineffective when working with others. Led a personal life which infringed on Coast Guard responsibilities or image.	<input type="radio"/>	Well-versed in how Coast Guard objectives, policies, procedures serve the public; considered an expert in some areas. Was straightforward, cooperative, and evenhanded in dealing with the public and government. Aware of impact actions/impressions may cause on others. Supported CG ideals. Personal life reinforced CG image.	<input type="radio"/>	The ideal officer to represent the Coast Guard. Inspired confidence and trust; clearly conveyed dedication to CG ideas in both public and private life. Worked creatively and confidently with representatives of public and government. Left everyone with a very positive image of self and Coast Guard.	<input type="radio"/>	<input type="radio"/>
c. DEALING WITH THE PUBLIC: How an officer acted when dealing with other services, agencies, businesses, the media, or the public.	<input type="radio"/>	Appeared ill-at-ease with the public or media. Inconsistent in application of CG programs to public sector. Flustered under pressure. Took antagonistic or condescending approach. Made inappropriate statements. Embarrassed Coast Guard in a social situation.	<input type="radio"/>	Dealt fairly and honestly with the public, media and others at all levels. Responded promptly. Showed no favoritism. Didn't falter when faced with difficult situations. Was comfortable in social situations. Sensitive to concerns expressed by the public.	<input type="radio"/>	Always self-assured and in control when dealing with public, media and others at all levels. Straightforward, impartial, and diplomatic. Applied CG rules/programs fairly and uniformly. Showed unusual social grace. Responded with great poise to provocative actions of others.	<input type="radio"/>	<input type="radio"/>

d. COMMENTS:

11. LEADERSHIP AND POTENTIAL (Describe demonstrated leadership ability and overall potential for greater responsibility, promotion, special assignment, and command.)**12. COMPARISON SCALE AND DISTRIBUTION** (Compare this officer with others of the same grade whom you have known in your career.)

UNSATISFACTORY		A QUALIFIED OFFICER		ONE OF THE MANY COMPETENT PROFESSIONALS WHO FORM THE MAJORITY OF THIS GRADE		AN EXCEPTIONAL OFFICER		A DISTINGUISHED OFFICER	
<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>

13. REPORTING OFFICER AUTHENTICATION

a. NAME AND SIGNATURE	b. GRADE	c. SSN	d. TITLE OF POSITION	e. DATE
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14. REVIEWER AUTHENTICATION

a. NAME AND SIGNATURE		b. GRADE			c. SSN			d. TITLE OF POSITION		e. DATE	
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15. RETURN ADDRESS (Name and address to which a copy will be sent when the original is filed in the officer's record.)**16. HEADQUARTERS VALIDATION****PRIVACY ACT STATEMENT**

This information is requested under the authority of 14 U.S.C. 633 to determine an officer's suitability for promotion or job assignment. Submission of this information is mandatory. Failure to provide it could adversely affect promotion opportunities and job assignments or lead to disciplinary action.